ERIC Document Resume	See Instruction Sheet	DATE OF RESUME	DATE RECEIVED

A. PUBLICATION DATA

1. ED NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.	DO NOT WRITE IN SPACE BELOW
ED001575	N.A.	N.A.	

4. AUTHOR(S):
Oakland Interagency Project, Oakland Public Schools, Oakland, Calif.

5. TITLE OF DOCUMENT ABSTRACTED:
Report of Adult Education Activities of Oakland Public Schools Interagency Project

6. PUBLICATION TITLE:
N.A.

7. EDITOR(S):
N.A.

8. PLACE OF ORIGIN
ORG. Oakland Interagency Project
Oakland Public Schools
CITY, STATE Oakland, California

9. PUBLISHER OR SOURCE
Oakland Interagency Project, Oakland Public Schools, Oakland, Calif.

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	N.A.	N.A.	4

TELE. EXT.
INST/LOC CODE

MICROFILM COPY AVAILABLE YES ☒ NO ☐

COPYRIGHT GRANTED YES ☐ NO ☒

COPYRIGHT RELEASE FILED YES ☐ NO ☐

TYPE OF REPORT
PROPOSAL ☐
IN-PROGRESS ☐
FINAL ☒
FOLLOW-UP ☐

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR
report

16. INDEXING TERMS (6-12)

adult education	homemaking skills	Oakland Interagency Project,	Oakland, Calif.
minority groups	child development	discussion groups	
citizen participation	program flexibility	parent involvement	
	class attendance	culturally disadvantaged	

17. ABSTRACT (MAX. 250 WORDS)

Project goals included citizen involvement in programs for neighborhood and community betterment and the improvement of the educational and cultural opportunities for youth and adults. Emphasis was placed on involving minority group parents to a degree never before attempted. Adult education classes and parent discussion and activity groups centered on helping parents understand their children, develop homemaking and other basic skills and gain an awareness of their own culture and value of community affair participation.

The programs which were offered covering the first two-year period are listed. Some observations regarding the establishment of successful programs are given. All classes were easily accessible since programs were established directly in the neighborhood. Emphasis was placed on reaching out to individuals and families. Group leaders and two parent leaders were recruited from the community and helped keep interest high. Operating procedures emphasized personal contacts, letters, and calls. Flexibility in administration enabled programs to begin with attendance below the minimum. A program coordinator helped recruit staff and establish programs and served as a liaison with other community agencies.

ERIC No.	18. SOURCE OF ABSTRACT		
	C. FUNDING DATA		
	19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. PROJECT NO.
		22. TOTAL COST OF PROJECT	
		23. DURATION OF PROJECT	U.S. Department of Health, Education, and Welfare Office of Education

ERIC Form 1

ED001575

D26

REPORT OF ADULT EDUCATION ACTIVITIES OF OAKLAND PUBLIC SCHOOLS INTERAGENCY PROJECT

I. INTRODUCTION

One of the goals of the community agencies involved in the Oakland Interagency Project is the involvement of citizen participation in programs for neighborhood and community betterment and broadening the educational and cultural opportunities for youth and adults. An important consideration has been the involvement of minority group parents to a degree never before attempted. Therefore, an objective of the Interagency School Project has been the establishment of adult education classes and parent discussion and activity groups. Interest has centered in helping parents understand their children, in developing homemaking skills and learning the basic skills most useful for everyday living, in developing an appreciation and an awareness of their own culture and history and in encouraging participation in community affairs, particularly at the neighborhood level.

The project area seemed to be typical of areas where the efforts on the part of community agencies to develop parent involvement met with consistent failure. Although it is an accepted axiom that parents are largely responsible for the success or failure of their children in school and community living very little had actually been done to effectively involve parents from lower socio-economic areas in education and other kinds of programs. All too frequently efforts to involve parents from lower socio-economic areas in programs had met with failure while programs developed in more advantageous socio-economic areas experienced widespread support with relatively little effort. It was not at all unusual in lower socio-economic areas to send out several thousand flyers announcing the opening of adult education programs only to have only one or two people respond, while a simple newspaper item resulted in classes being over-subscribed in the more advantageous sections of the city.

REPRINTED BY PERMISSION
U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN PRINTED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

Thus, the problem posed was to determine if more extensive parent involvement through the establishment of various adult programs and adult education classes could in fact be accomplished in an area where previous attempts to establish such programs had met with consistent failure.

II. PROGRAM DESCRIPTION

During the first two-year period the programs listed on the attached page were established.

III. OBSERVATIONS REGARDING ESTABLISHMENT OF SUCCESSFUL PROGRAMS

In the establishment of adult education classes and programs described the following concepts evolved as worthy of consideration.

A. All the programs mentioned were established directly in the neighborhood being served. Thus classes were easily accessible and people attended classes in the neighborhood where they tended to feel most secure. Emphasis was placed, therefore, on reaching-out to individuals and families.

B. Group leaders or teachers for each class were actively sought out and recruited for their demonstrated ability to be respected and accepted by the community. They either taught or worked in the community.

C. Each group designated one or two parent leaders who assisted the professional leader by helping to keep active the interest of the members of the group.

D. Personal contacts, letters, postcards, telephone calls were standard operating procedures on the part of the professional and parent group leaders and was a continuing process. At all times stress was placed upon enabling the adults enrolled to feel that the leaders were genuinely interested in their progress and well-being.

E. Flexibility in programing and administration. The Adult Education Department sponsored programs which were started well below the minimum number of fifteen required for each class. In other instances fees were waived, or additional equipment and materials were purchased by the Adult Education Department, the Interagency School Project and other community agencies. Programs were started with only four or five people in the group and were given time to build up.

F. A program Coordinator served to facilitate the recruitment of staff, the establishment of programs and classes and to function in a liaison with other community agencies.

JJC:r

ROUGH DRAFT

9/16/64

Attachment

PROGRAM**	FREQUENCY OF MEETINGS	COOPERATING AGENCIES	NUMBER OF ADULTS SERVED
Adult Enrichment	weekly	Oakland Public Schools Adult Education Department, Interagency School Project	16
Homemaking and Sewing	weekly	"	15
Woodwork Class (Men)	weekly	"	10
Basic English and Math	weekly	"	14
Mathematics	weekly	"	15
Negro History	weekly	"	16
Sobrante Park Parent Discussion Group	8 meetings	"	25
Parents of Future Leaders Club (Elites)	Twice monthly	Interagency School Project	50
Sobrante Park Parent and Youth Cultural Group	6 meetings	"	25
Child Care Parent Discussion	weekly	OPS Adult Education Department, Child Care, Interagency School Project	27
Auto Shop	weekly	OPS Adult Education Department, Oakland Recreation Dept., Interagency School Project	20
Parent-Child Counseling Program	Twice monthly	Recreation Dept., Alameda Co. Probation Dept., Calif. Youth Authority, Alameda Co. Health Dept., Welfare Dept., Oakland Police Dept., Interagency School Project	12
Mothers of Teenage Pregnant Girls	weekly	Recreation Dept., Alameda Co. Health Dept., Y.W.C.A., Interagency School Project	8

**Programs listed are only those in which the Interagency School Project was directly involved in planning and staffing.